2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) _X_ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mrs. Gwendolyn Lee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kauluwela Elementary School
(As it should appear in the official records)

School Mailing Address 1486 Aala Street
(If address is P.O. Box, also include street address)

Honolulu | Hawaii | 96817-3601
City | State | Zip Code+4 (9 digits total)

County Honolulu State School Code Number* 0125

Telephone (808) 587-4450 Fax (808) 587-4453

Website/URL http://kauluwela.k12.hi.us/HOME.NSF E-mail gwendolyn_lee@notes.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Ms. Patricia Hamamoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hawaii State Department of Education Tel. (808) 586-3310

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Randall M.L. Yee
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   174 Elementary schools
   38 Middle schools
   N/A Junior high schools
   45 High schools
   26 Other

   283 TOTAL

2. District Per Pupil Expenditure: $9,337.87

   Average State Per Pupil Expenditure: $9,337.87

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 17 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	1	5	**7**			
K	27	32	59	**8**			
1	30	18	48	**9**			
2	29	32	61	**10**			
3	32	35	67	**11**			
4	32	24	56	**12**			
5	47	47	94	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					390

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

1 % White
0 % Black or African American
1 % Hispanic or Latino
97 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	4
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	389
(5)	Total transferred students in row (3) divided by total students in row (4)	0.036
(6)	Amount in row (5) multiplied by 100	3.6

8. Limited English Proficient students in the school: 27 %
104 Total Number Limited English Proficient

Number of languages represented: 6
Specify languages: Mandarin, Korean, Chuukese, Tongan, Samoan, Marshalese

9. Students eligible for free/reduced-priced meals: 81 %

Total number students who qualify: 314

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___7___%
___26___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

_2__Autism	____Orthopedic Impairment
____Deafness	_1__Other Health Impaired
____Deaf-Blindness	_6__Specific Learning Disability
_3__Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
_3__Mental Retardation	____Visual Impairment Including Blindness
_1__Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	0
Special resource teachers/specialists	8	0
Paraprofessionals	0	16
Support staff	16	13
Total number	47	29

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	97 %	96 %	%	%
Daily teacher attendance	97 %	98 %	97 %	%	%
Teacher turnover rate	60 %	33 %	36 %	%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

In 1888, Kauluwela Elementary School was established by King Kamehameha of the Hawaiian Islands Monarchy. The school's mission was to provide the best education possible for an elite group of students from the families of the King's business and financial advisors. One hundred and eighteen (118) years later, Kauluwela's mission continues to be the same, but for an enrollment far different from Kauluwela's first group of students.

Today, Kauluwela is an inner city school that educates students residing in three housing projects for low-income families. Seventy-five percent of the students are recently arrived immigrants from asian countries: China, Japan, Korea, Indo-China, and the Phillipines. More recent immigrants include students from Truk, Samoa, and the Marshall Islands. All of the above students make up one of the larger ESLL programs in the State of Hawaii. The remaining 25% of students come from Hawaii's local families (Hawaiians, Part-Hawaiians, and Caucasians). Though both groups of students have different backgrounds, all share common deficits in vocabulary and comprehension skills. Seventy eight percent (78%) of students qualify for free or reduced meals.

Daunting as the data may be, Kauluwela's school community members believe that every child can "learn and achieve at high levels". This vision serves as a guide as the school implements its mission in planning and providing an effective research-based instructional program that prepares our students to meet Hawaii's standards.

Teamwork between staff members, parents and the School/Community Council (SCC), our local advisory board has created a shared decision-making environment that is flexible but focused on improving student achievement, and providing services to students. All members participate in analyzing the data, determining needs and working toward agreed solutions/goals. Staff meetings, quarterly parent literacy meetings, and staff and parent bulletins help to keep everyone informed. ESL teachers provide translations at each meeting and translate bulletins to bilingual parents.

The teaching staff also uses the team approach in providing instruction. Every teacher, PTT, EAs or Parent Tutor is trained in the school's instructional program and is responsible for an instructional group that may transcend grade levels. At quarterly Literacy Meetings, parents, too, learn skills and strategies that they can use to support student learning at home and during intercessions (vacations).

Frequent review of assessment data for each group has helped the school to adjust its services or programs or improve instruction on a timely basis. Weekly Progress Reports, quarterly formative assessments (DIBELS, Benchmark Tracker, and Kauluwela Writing Tests) and reports from Peer Coaches all provide data on student progress and the effectiveness of instructional delivery. The State's summative testing (Hawaii State Assessment) data is also used to validate our instructional programs or identify areas to improve.

Coupled with the learning community's focus on improving student performance, Kauluwela strives to also develop good character traits, sound values, positive interpersonal skills and responsibility toward self and the community. The school's character education program (Core Virtues) requires active participation by all students and successes are celebrated each month.

Based on the 2005 Hawaii State Assessment data, Kauluwela again met NCLB's Adequate Yearly Progress (AYP) benchmarks (44% for Reading and 28% for Math). In 2005, 64% of third and fifth graders Met Proficiency in Reading; and 35% in Math. Reading Scores in 2005 showed dramatic improvement over past years. Kauluwela ranks in the top 40% of all Hawaii public schools and is in Good Standing.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Reading and Mathematics Assessment Results

The State of Hawaii administers the Hawaii State Assessment (HSA) to all third and fifth graders in the spring of each year. The results of the HSA are used by schools to identify strengths and needs and to guide improvements of the school's curriculum and instruction. The HSA consists of the norm-referenced SAT Abbreviated Reading and Math Tests and the criterion-referenced Hawaii Content and Performance Standards-Based Assessment. Hawaii's AYP benchmarks provide the targets for the NCLB requirements. The HSA has four proficiency levels:

Level 1:	**Well Below Proficiency -** Results indicate that the student demonstrated little or no knowledge and skills in the content standards for this grade.
Level 2:	**Approaches Proficiency -** Results indicate that the student demonstrated some knowledge and skills in the content standards for this grade.
Level 3:	**Meets Proficiency -** Results indicate that the student demonstrated knowledge and skills required in the content standards for this grade.
Level 4:	**Exceeds Proficiency -** Results indicate that the student demonstrated knowledge and skills in the content standards for this grade.

The HSA provides each school with a School Summary, which provides information of the percentage of students scoring in each of the above levels, which is used to determine AYP. Besides overall reading and math proficiency levels, levels of performance are provided for the various strands in reading and math. The level of student performance for each strand helps teachers to determine if instructional interventions are necessary or determine the effectiveness of present instructional programs. Other data provided by the HSA includes: Scaled Scores, Summary of Instructional Needs, and a Benchmark Report that links Hawaii's standards with student performance. Individual student test data is also provided.

Kauluwela's staff analyzes each category of HSA data and determines correlations with the school's formative assessment program. Information derived from the analysis is used to make programmatic changes or improve instructional delivery. Based on the 2005 HSA test results, Kauluwela met AYP benchmarks for Reading and Math: 65% of 3rd graders and 63% of fifth graders exceeded the AYP benchmark of 44% for reading; and 31% of 3rd graders and 40% of 5th graders exceeded the AYP benchmark of 28% for math.

Longitudinal data indicates that Kauluwela's third and fifth graders made substantial growth in reading since the 2002-03 school year. Growth in math has not been as dramatic but still substantial enough to exceed the AYP benchmark of 28% proficiency.

The website for the Hawaii State Assessment and NCLB requirements may be found at:
http://arch.k12.hi.us/pdf/NCLB/2004/AllSch37Cell_110104.pdf

Using Assessment Results

Several formative assessments tools are administered quarterly or more frequently for some content areas. The data helps the school to determine if instructional programs are meeting the needs of all students.

Students in grades K-5 are tested quarterly using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Results indicate the level of fluency in phonemic awareness, alphabetic system and oral reading comprehension. Results are used to determine if additional teaching personnel are needed to intensify instruction in small groups, one to one or after school tutoring. The data is shared with parents at

quarterly parent literacy meetings. Parents are also taught strategies and given materials for providing additional instructional support at home.

The Benchmark Tracker Test is administered quarterly to students in grades 2-5. Data provided indicates progress in reading, math and writing as related to the Hawaii Content and Program Standards. Results are used to adjust instructional programs. Student papers from the writing section are rated manually by teachers using Benchmark rubrics. The test requires concise, well-organized communication using appropriate but specific vocabulary. Information gained from this activity provides teachers with concrete information about what and how their instruction must be re-focused to improve student writing.

The school's reading program provides a system to assess both student performance and the effectiveness of instructional delivery. Progress is monitored on a weekly basis through Lesson Progress Charts (LPCs), which are evaluated by the Reading Coordinator and the resource teacher from the National Institute for Direct Instruction. Data from LPCs help to determine why student progress is faltering, or if the teacher needs additional training or support. Results of this system have increased the number of students reading on grade level by grade 3.

The Hawaii State Assessment (HSA) given each spring provides summative data. The school analyzes and uses the data to evaluate and improve the school's instructional programs. The data also identifies students who need extended schooling during the summer intercession.

Communicating Assessment Results

The State of Hawaii publishes the results of the HSA in the State's two daily newspapers each year after schools have been notified of their results. Because of our large number of bilingual parents, Kauluwela follows up by scheduling Parent/Teacher and Student Conferences with all parents to explain HSA data and their relationship with Hawaii's Content and Program Standards (HCPS III), the school's instructional program, and new report card. Translators are used extensively during the conferences to insure that parents understand how the HSA test data drives the school's instructional program.

The results of formative testing (DIBELS, Benchmark Tracker) are shared with parents at quarterly Parent Literacy Meetings. The most recent data is shared to help parents determine the amount of progress their students have made during each quarter. Teachers then provide strategies and materials that parents can use to help their students maintain/increase performance from day to day and especially during long intercessions.

Weekly meetings are conducted by the ESLL Parent Coordinator to review test data, clarify information or seek tutoring and other student services. The ESLL Parent Coordinator also collaborates with a bilingual resource aide from the district's immigrant center to translate school bulletins, test data and other school documents into Chinese, Korean, Samoan or Marshallese for parents who do not read or speak English.

Sharing Success

Kauluwela's staff has persistently pursued emerging information about exemplary programs, innovative strategies, technology and instructional materials that would enable our multi-cultural students to achieve at high levels. Total staff in-service has also helped the staff to articulate on the same level and to team with each other to meet student needs. A three year Title IX Federal Grant, made it possible for teachers, PTTs, EAs and parents to all receive ESLL training so that the total staff could use strategies to help bilingual students learn and achieve. Staff members were surprised to find that ESLL strategies were also effective with non-ESLL students.

Teachers who represent the school at various workshops during the school year are charged with a mission to report/in-service other teachers upon their return. They also implement or try out the new strategies or materials and share their evaluations. A recent cadre who attended a Math Conference in California brought back materials and many strategies that they implemented in their classes and shared with other teachers.

For the past three years, while working with the National Institute for Direct Instruction, Kauluwela has shared its reading and writing programs with other schools in the State of Hawaii. Teachers and administrators from other schools have visited Kauluwela to observe lessons being taught and learn how teachers team in the classroom and throughout the school. Follow-up conferences were fruitful for our teachers and visitors.

Educators from Japan and China have visited Kauluwela to observe how technology is being integrated with reading and other areas in the curriculum. Kauluwela has a total school computer education program that students can learn from or communicate with. Visitors from other countries were interested in software and strategies used to involve students in operating and learning from a computer program.

Administrators from other schools have met with Kauluwela's principal and Title I teachers for problem-solving sessions or sharing of materials and strategies. Both our visitors and our staff came away with more in-depth knowledge of each others' situation and different perspectives in problem solving.

All of the above examples serve to emphasize that finding ways to help our students "learn and achieve" is a never-ending quest especially if our enrollment continues to evolve. We need to continue to reach out and continuously seek (or revisit old) new theories, strategies and programs to help our students learn and achieve.

PART V – CURRICULUM AND INSTRUCTION

Kauluwela's curriculum is aligned with the Hawaii Content and Program Standards but the unique needs of our students are also taken into consideration. Programs selected provide modeling, student practice and testing Resources are used to provide small group instruction, extended school day and school year instruction to insure that every student learns and achieves.

Language Arts: Kauluwela's language arts program emphasizes reading, writing and oral communication. A research-based reading program was implemented school-wide in 2003-04 that developed reading fluency but also included strategies for active student participation that developed oral communication and writing skills. A daily 90-minute block of instructional time is dedicated for uninterrupted instruction for all students in the school. "Explicit" instructional methods are used with heavy emphasis on modeling and practice.

Mathematics: To provide more unity to the teaching of the various strands in math, Kauluwela restructured and rescheduled its math program. As a result, students are better able to grasp math concepts within each strand. Students are engaged in many hands on experiences in applying the concepts they learn. They work in groups to problem solve and write about the strategies they used. Because of assessed writing deficiencies, the math program is supplemented to improve student ability to write constructed responses.

Social Studies: The **Core Knowledge Program** is used to provide students with background information to enable them to better comprehend what they hear and read. Units are specially designed by teachers to teach concepts and skills that meet Hawaii's Standards. Subjects address community, state and global issues. Career education, art and literature are integrated with social studies, science and other content units.

Science: Core Knowledge units are designed by teachers to develop student knowledge in the nine areas of science. FOSS kits are also used to provide hands on experiences. The process for scientific inquiry is integrated into all units. Students learn scientific knowledge and gain vocabulary and background knowledge that build comprehension.

Educational Technology: A school-wide technology program is integrated with the content areas. The Near Star program re-enforces reading skills for grades K-2 while the Win2000 Orchards program extends writing skills in grades 2-5. Banks of classroom computers allows for daily access for students to learn from computers. After school computer classes develop student capability to use other tech equipment.

Character Education: Kauluwela has merged The Core Virtues Program with the State's General Learner Outcomes to help students develop positive character traits and work ethics. The program helps to bring all cultures together to recognize and practice positive interpersonal skills. All students participate in demonstrating the theme for each month. Classes strive for 100% participation. At an assembly at the end of each month the school, recognizes classes for reaching their goals.

Music: The music program encompasses all areas of music: chorus, dance, notation, instrumental and appreciation. Teachers collaborate with the music teacher to correlate music with social studies and Hawaiian Studies units. Music classes are extended into after school hours with chorus, ukulele lessons and hula.

Physical Education: Cooperative teaching is used by each grade level to implement activities that develop physical fitness and skills for team sports. Good sportsmanship attitudes and skills are heavily emphasized to help students develop positive interpersonal skills.

Art: Art instruction is integrated into content areas including technology. Students compare and contrast color, patterns, styles, and structure while studying other cultures. Using art software students learn to develop thematic illustrations as well as functional art for communication purposes. After school art classes involve students working with artists in the community on a variety of hands on projects.

Reading Curriculum

To address the special needs of our bilingual students, the **Direct Instruction Program** was implemented in 2002-03. It is a researched based program that has been successfully used to help multicultural enrollments learn to read throughout the United States. The program's success relies on it's scripted instructional delivery and the use of "Explicit" strategies that actively involve students in the learning process. Teachers Model (demonstrate), Lead (prompt) and Test (students perform task without teacher assistance). To insure appropriateness of instruction, all students are pre-tested and grouped according to achievement, which may cut across grade levels. A daily 90-minute period is devoted to uninterrupted reading instruction involving all teachers in the school.

The Language for Learning component is used in the early grades to develop basic language, vocabulary and concepts, which is critical for academic success for our bilingual students. Development of thinking skills to discriminate, compare and contrast and make decisions based on information is integrated into each lesson.

The Reading Mastery component focuses on developing phonemic awareness, the alphabetic system and fluency in oral reading. The goal is for every student to read on grade level by grade 3. At least 50% of the students meet that goal by first or second grade. During the instructional period, students use the Near Star computer program that reinforces concepts taught earlier by the teacher. The program has an assessment system that allows the teacher to monitor each student's progress.

At least 75% Title I resources are used to provide trained PTTs and EAs to team with teachers in the classroom to provide small group instruction during the reading period. PTTs are also used in the "After School Club" where students are helped with homework or tutoring. The school year is extended for selected students who are invited to attend "Reading Camps" during the winter, spring and summer intercessions. Teachers, PTTs and EAs provide targeted instruction in reading, writing and math. With the increased "time on task" student skills are extended rather than lost during the long school breaks.

Curriculum Area - Social Studies, Science

The Core Knowledge Program (CK) was implemented in school year 2000 to provide students with basic background knowledge about the community and world to help them comprehend what they hear and see on TV or read about in the United States and Hawaii. Many of our bilingual students came from rural areas in their native country where global or even local information was not available. In the **Social Studies** strand of CK, continuums are provided for each grade level. Teachers custom design units about a wide range of topics from the continuum. Students are introduced to geography, foreign countries, and current issues. First grade students recently compared Moslem Religions with religions in Hawaii. They learned how religion influences life styles and ways of thinking. Teachers invite parents to share customs, clothing, and food with the classes. The units are exciting for students and parents. Acceptance and understanding of other cultures are outcomes of many of the units.

The Science strand of CK covers all domains of science. Teacher designed units and FOSS kits are used to provide hands on learning experiences. Students learn to use the process for scientific inquiry that is integrated into all units and FOSS lessons.

Demonstrations by visiting instructors provide added learning. Astronomy Night brought 4th and 5th grade students out to view the moon and stars using powerful telescopes that scientists from the Bishop Museum brought to the school on a cloudless night.

Teachers find that vocabulary, conceptual knowledge and the process for thinking carry over into other content areas that aid in comprehension. Both the Social Studies and Science programs have provided a wider base of background knowledge and skills to help our students better comprehend the world today.

Instructional Methods

A large number of Kauluwela's students come from different cultures and speak different languages. Sheltered ESLL and Explicit instructional methods are used to help students learn as well as understand the relevance and the importance of their learning. Sheltered lessons provide growth in language, proficiency in basic content, study skills and growth in positive self-image. Using graphics to organize information, examples, and pictures are all part of the Sheltered ESLL methodology.

Explicit methods provide Modeling, Practice and capability to do independent work. Teachers integrate both methods in working with all students at Kauluwela. The merging of methodology works well even with students who are not bilingual.

Grouping students by achievement levels also facilitates instructional delivery so that pacing can be adapted to the group's speed of learning. Grouping for instruction also allows faster students to move up or slower students to find an appropriate lower instructional group.

Providing more "time on task" through extended school day or intercession activities has proven the most successful to increase student basic skills. However, funding for these activities have often been in short supply.

Professional Development

Professional Development (PD) for all members of the teaching staff has helped to focus Kauluwela's staff efforts toward the same goals. Everyone shares the same background and language to share or discuss and problem solve. Assessment data often triggers the need for PD to improve programs in the school. However, news of emerging programs that can do a better job of helping students learn and meet Hawaii's standards can also move the school toward PD. For the past five years, Federal grants have enabled the school to provide in-depth training for its total staff for the reading, and social studies program.

The Institute for Direct Instruction (NFDI) was contracted to train teachers for two weeks to implement the program. NFDI also place an RT in the school to monitor implementation and provide more training if needed for two years. Today, Peer Coaches trained by the RT continue to maintain the integrity of the program. They help to train and mentor new teachers. The Reading Coordinator monitors instructional delivery and student progress reports.

The national CK Organization sent experienced exemplary teachers of CK to train our staff in designing units, and using the internet for research on units that others have written. To learn about new CK developments and trends, a cadre of teachers attend annual conferences on the mainland. They are energized by what they learn from other schools around the country. They share new ideas, materials and activities with the staff upon their return.

Teachers in the school are committed to improving curriculum and instruction. They serve on Curriculum Committees and attend conferences or workshops in their content area on the mainland or in the District. They report back to the total faculty and share what they have learned. They work with the principal when PD is feasible for improvement.

Curriculum Committee members also coach other teachers in implementing new programs or strategies. On the same grade level, they team with each other to use new programs.

The principal and teachers also work with the District to plan PD in critical areas of need. District resources and RTs have in-serviced teachers on the revised State Science Standards and the process for scientific inquiry and helped the staff to map the science curriculum using Tech Path. Professional development is an on-going activity as long as there are needs to be met.

PART VII - ASSESSMENT RESULTS

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject READING Grade 3 Test Hawaii State Assessment

Edition/Publication Year 1st/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	SPRING	SPRING	SPRING	SPRING	
SCHOOL SCORES*	READING	READING	READING	READING	NONE
% At or Above Meets State Standards**	66%	34%	49%	38%	
% At Exceeds State Standards**	0%	0%	0%	2%	
Number of students tested	61	96	75	95	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Disadvantaged (specify subgroup)					NONE
% At or Above Meets State Standards	68%	35%	47%	38%	
% At Exceeds State Standards	0%	0%	0%	2%	
Number of students tested	50	80	59	76	
2. Asian/Pacific Islander (specify subgroup)					NONE
% At or Above Meets State Standards	65%	36%	57%	39%	
% At Exceeds State Standards	0%	0%	0%	2%	
Number of students tested	60	92	73	92	

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA)
** There was a statewide teacher strike during the school year 2000-2001 which precluded any administration of the state large-scale assessment to our students

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject MATH Grade 3 Test Hawaii State Assessment

Edition/Publication Year 1st/2001 Publisher Hawaii Departement of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	SPRING	SPRING	SPRING	SPRING	
SCHOOL SCORES*	MATH	MATH	MATH	MATH	NONE
% At or Above Meets State Standards*	33%	43%	38%	22%	
% At Exceeds State Standards*	2%	8%	3%	4%	
Number of students tested	61	96	76	95	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Disadvantaged (specify subgroup)					NONE
% At or Above Meets State Standards	34%	43%	35%	24%	
% At Exceeds State Standards	2%	9%	3%	5%	
Number of students tested	50	80	60	76	
2. Asian/Pac. Islander (specify subgroup)					NONE
% At or Above Meets State Standards	33%	43%	39%	23%	
% At Exceeds State Standards	2%	9%	3%	4%	
Number of students tested	60	92	74	92	

* The State used the Stanford Achievement Test 9th Edition (1997) during school year 1999-2000 for the large-scale assessment. The SAT9 is not a criterion-referenced test and we cannot psychometrically compare the SAT9 to the current Standards-based Hawaii State Assessment (HSA)
** There was a statewide teacher strike during the school year 2000-2001 which precluded any administration of the state large-scale assessment to our students

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject READING Grade 5 Test Hawaii State Assessment

Edition/Publication Year 1st/2001 Publisher Hawaii Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	SPRING	SPRING	SPRING	SPRING	
SCHOOL SCORES*	READING	READING	READING	READING	NONE
% At or Above Meets State Standards*	63%	44%	33%	37%	
% At Exceeds State Standards*	0%	2%	3%	0%	
Number of students tested	71	93	73	102	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Disadvantaged (specify subgroup)					NONE
% At or Above Meets State Standards	63%	47%	33%	36%	
% At Exceeds State Standards	0%	3%	3%	0%	
Number of students tested	56	75	60	83	
2. Asian/Pac. Islander (specify subgroup)					NONE
% At or Above Meets State Standards	62%	45%	33%	36%	
% At Exceeds State Standards	0%	2%	3%	0%	
Number of students tested	69	89	70	97	

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SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject__MATH_____ Grade__5___ Test__Hawaii State Assessment_____

Edition/Publication Year_1st/2001_ Publisher__Hawaii Department of Education_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	SPRING	SPRING	SPRING	SPRING	
SCHOOL SCORES*	MATH	MATH	MATH	MATH	NONE
% At or Above Meets State Standards*	43%	29%	26%	19%	
% At Exceeds State Standards*	3%	3%	1%	1%	
Number of students tested	70	93	74	101	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Disadvantaged (specify subgroup)					NONE
% At or Above Meets State Standards	38%	32%	25%	21%	
% At Exceeds State Standards	2%	4%	2%	1%	
Number of students tested	55	75	61	82	
2. Asian/Pac. Islander (specify subgroup)					NONE
% At or Above Meets State Standards	44%	30%	27%	19%	
% At Exceeds State Standards	3%	3%	1%	1%	
Number of students tested	68	89	71	96	

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** There was a statewide teacher strike during the school year 2000-2001 which precluded any administration of the state large-scale assessment to our students